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18. — *The Sergeant's Memorial.* By his Father. New York: Anson D. F. Randolph. 1863. 12mo. pp. 242.

IN May, 1862, John Hanson Thompson, son of Rev. Joseph P. Thompson, D. D., of New York, then a member of Yale College, enlisted in the Twenty-Second Regiment of the New York National Guards. On March 16, 1863, he died in camp of typhoid pneumonia, in the twenty-first year of his age. Among the costly and precious sacrifices made for our country since the present rebellion began, none can have left a more blessed record than this noble and lovely youth. Of the richest intellectual promise, with affluent motives and helps to the highest culture, endowed with graces of person and character adapted equally to win and to command, and with these gifts irradiated and crowned by a sweet and tender piety, he entered the public service from motives of the purest patriotism, and that not in a paroxysm of popular feeling, but after months of deliberate purpose and preparation. His career in the army was characterized by the purity, gentleness, and conscientiousness that had adorned his previous course, and his letters, thoroughly manly and soldierlike, indicate at the same time an absolutely feminine delicacy and fineness of mental and moral organism to which it was impossible that aught of the soil or stain of military life should cleave. Indeed, he was manifestly growing as to the interior and higher life through those months of exposure and peril, his spiritual nature drawing nutriment and strength from all that it encountered and endured. This volume, with the young officer's strikingly expressive and beautiful countenance for its frontispiece, is the father's memorial of his first-born, — consisting of sketches of his life, passages from his writings, extracts from letters of sympathy written since his death, and the touching and eloquent address of Rev. Dr. Storrs at his interment. It is a book of surpassing interest, equally for the character and life-record which it presents, for its earnestly loyal and patriotic spirit, and for its profound and impressive lessons of Christian faith, trust, and resignation.

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19. — *Memoir of the Life and Character of the late Hon. Theo. Frelinghuysen, LL. D.* By TALBOT W. CHAMBERS, a Minister of the Collegiate Church, New York. New York: Harper and Brothers. 1863. 12mo. pp. 289.

MR. FRELINGHUYSEN was long and prominently before the public, as a distinguished politician and statesman, as an eloquent advocate, as the head successively of two well-known literary institutions, and as a

leader in various religious and social charities. This Memoir connects and supplements the outlines of his public career by sketches and anecdotes of his private life and character. The writer manifests no peculiar skill as a book-maker, — indeed, the putting together of the work is very decidedly unartistical and awkward; but his narrative style is modest, easy, and graceful, and each separate part of the story is simply and felicitously told. The impression of the whole exceeds even our high anticipations. We have here abundant evidence that Mr. Frelinghuysen belonged to the foremost rank of good men, — of those who have the courage, the philanthropy, and the self-abnegation of which martyrs are made, — of those whom no emergency of duty or of trial finds beneath the level of its demands. We knew before that he was a devout and a generous man; we are here permitted to see how entirely *ex animo* he lived for God and for his brethren.

20. — *Moral Culture of Infancy, and Kindergarten Guide, with Music for the Plays.* By MRS. HORACE MANN and ELIZABETH P. PEABODY. Boston: T. O. H. P. Burnham. 1863. 12mo. pp. 206, 10.

THIRTY years ago there were few sadder sights than a school for very young pupils. The child, with hardly ten minutes of school-work, was obliged to sit six hours a day, on a hard bench, generally without support for the back, and with neither room nor license for a change of posture, unless, weighed down by slumber, he fell on the floor, and was mercifully permitted to remain there. During these weary sessions there was no attempt to reach or rouse the mind through eye or ear, and even the lesson was in sounds alone, and not in ideas, — conveying no immediate knowledge, but only depositing what might possibly after the lapse of years germinate into knowledge. That children's minds, under such a system, did not perish of atrophy, deserves no mean place among the arguments for the indestructibleness of the intellectual powers. The sisters, to whom we are indebted for the manual before us, were among the pioneers in the reform. Miss Elizabeth P. Peabody nearly thirty years ago appeared before the public as the historiographer of Mr. Amos Bronson Alcott's infant school, which, however, she described so honestly — the gross follies and absurdities along with the very marked excellences of Mr. Alcott's procedure — that the school hardly survived the publication. At a somewhat later period Mrs. Mann (then Miss Mary Peabody) made a successful experiment of the same kind, and her part in the volume we are noticing consists of letters written at that time with reference to her school and scholars.